DOCUMENT RESUME

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INSTITUTION San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

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IDENTIFIERS Adult Competency Education Project; California (San Mateo County); Long Haul; *Meat Cutters; *Truck Drivers

ABSTRACT

This fourteenth of fifteen sets of Adult Competency Education (ACE) Based Job Descriptions in the ACE kit contains job descriptions for Meat Cutter, Shipping Clerk, Long Haul Truck Driver, and Truck Driver--Light. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC--see Note.) (YLB)

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san mateo county office of education

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Adult Competency Education kit

a project of the career preparation centers

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PART Q

ACE COMPETENCY BASED JOB DESCRIPTIONS:

91 - Meat Cutter
92 - Shipping Clerk
93 - Long Haul Truck Driver
94 - Truck Driver - Light

BASIC SKILLS IN SPEAKING, MATH, AND READING FOR EMPLOYMENT

Products and Processes
Developed by the
Adult Competency Education Project
Director, Joe Cooney

CE 016 835

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NOTE

JOB DESCRIPTION NUMBERS. ACE investigated 100 jobs and developed 68 of them into Competency Based Job Descriptions. The above 68 are numbered according to the original listing. The gaps are in the numbering only. This is a complete list of the ACE Competency Based Job Descriptions.

A.C.E. COMPETENCY BASED JOB DESCRIPTION

OCCUPATIONAL TITLE: MEAT CUTTER

INSTRUCTIONAL OBJECTIVES | JOB COMPETENCIES

91

FACT SHEET

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Meat Cutter

DOT CODE: 316.884 (4th Ed.: 316.684-018)

ACE NUMBER 91

CAREER LADDER

FIRST LEVEL: Meat Cutter Apprentice

SECOND LEVEL: Meat Cutter Journeyman

THIRD LEVEL: Supervisor, Buyer, Shop Owner

D.O.T.'s LEVEL OF GENERAL EDUCATIONAL DEVELOPMENT: 2

SITE WHERE THE JOB CAN BE OBSERVED:

Petrini's Market
44 Hillsdale Mall
San Mateo, CA

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The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: -1. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Application Form
Must join Union
Apprenticeship Program

JOB DESCRIPTION (DOT): Cuts and trims meat to size for display or as ordered by customer, using hand tools and power equipment, such as grinder, cubing machine, and powersaw. Cleans and cuts fish and poultry. May place meat in cardboard containers to be wrapped by other workers. May place meat on trays in display counter. May wrap and weigh meat for customers and collect money for sales. May inspect and grade meats and be designated MEAT INSPECTOR.

ACADEMIC REQUIREMENTS FOR THE JOB OF MEAT CUTTER

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as meat cutter.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The left hand column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

*The items in the left hand column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A De W., Generic Skills Handbook of Occupational Information. Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

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INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
1A.1 Given a series of numbers in numeral form (e.g., 10,20,30) be able to copy series in hand-written form with 100% accuracy.	The meat cutter must be able to keep an inventory of meats in storage and their weights. To accomplish this task, the student must be able to copy numbers accurately and legibly. To demonstrate the ability to perform this task, the student will copy the following numbers with 100% accuracy: 1,379 210 1456 78
1A.3 Read a given whole number less than 10 million and write its name in words	See 1A.5
1A.5 Count a set of up to 100 objects and state or write the number of objects counted.	The meat cutter must be able to fill orders correctly and efficiently. To accomplish this task, the student must be able to count sets of objects accurately. To demonstrate the ability to perform this task, the student will count the number of books on a table designated by the instructor and correctly write the number of objects counted on a slip of paper.
1B.1 Perform additions of whole numbers given instructions such as: What is the total of 8 and 5? 8+5 = _____ . 8 plus 5 is _____. Find the sum of 8 and 5. Add 8 and 5. 8 +5	See 3E.3
1B.2 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.	See 3E.3
1B.3 Perform subtraction of whole numbers given instructions such as: 8 minus 5 is _____. Subtract 5 from 8. Find the difference of 8 and 5 8 - 5 = _____. If you had 8 and gave away 5, you would have _____. 8 -5	See 3E.4

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
1B.4 Find the difference of two 1-5 digit numbers including cases where borrowing is required.	See 3E.4
1C.1 Perform multiplication of whole numbers given instructions such as: 6 times 2 is _____. Three two's are _____. The product of 6 and 2 is _____. 6 x 2 = _____. 6 x2	See 3E.5
1C.2 Find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to three digits.	See 3E.5
1E.1 Round off a number to nearest ten, hundred, thousand, ten thousand, or hundred thousand.	The meat cutter must be able to determine the weight of a cut of meat in order to figure the price. To accomplish this task, the student must be able to round off numbers to a given precision. To demonstrate the ability to perform this task, the student will round off the following numbers to the given precision: 1764 to the nearest 100 37645 to the nearest 10 36123 to the nearest 1000.
2A.1a In a given diagram or illustration, name the fraction which represents a given number of parts out of a total number of equal parts.	See 5A.3
3A.1 Read a given 1 - 4 place decimal fraction and write its name in words.	See 5A.3

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
3E.1 Read a given value less than $10,000,000.00 and write its name in words.	See 3E.2
3E.2 Write a value less than $10,000,000.00 given the word name of the amount.	The meat cutter must be able to fill out order forms given oral instructions. To accomplish this task, the student must be able to write a value of dollars and cents given the amount orally. To demonstrate the ability to perform this task, the student will write the correct numbers given the following word names: One Thousand Four-Hundred and Fifty-Six Dollars and Ten Cents Four Hundred and Eighty-Three Dollars and Ninety-Seven Cents
3E.3 Add columns of dollars and cents values including amounts from $.01 to $9,999.99.	The meat cutter must be able to figure out the total price of an order. To accomplish this task, the student must be able to add columns of dollars and cents. To demonstrate the ability to perform this task, the student will examine the addition problems below and perform them accurately: a. $125.16 + 46.28 + 102.43 + 19.29 b. $1,045.69 + 121.11 + 31.41 + 167.14 Key: a. $293.16 b. $1,365.35
3E.4 Subtract one amount of money from another with values up to $10,000.00.	The meat cutter must be able to make change for customers and to deduct discounts from the total bill. To accomplish this task, the student must be able to subtract amounts of dollars and cents. To demonstrate the ability to perform this task, the student will determine the answers to the problems below: a. $1,417.67 − 141.77 b. $456.23 − 22.81 c. $ 80.00 − 73.37 Key: a. $1,275.90 b. $433.42 c. $7.63

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
3E.5 Calculate the total cost of up to 25 items of equal value.	The meat cutter must be able to fill large orders from other butcher shops. To accomplish this task, the student must be able to figure out the cost of large quantities of equally-priced items. To demonstrate the ability to perform this task, the student will determine that 75 pounds of brisket, costing 85¢ per pound, would cost $63.75.
4A.1 Identify a percent as equivalent to a fraction with 100 as the denominator.	See 4B.1
4B.1 Calculate a percent of a number of the following types: 5% of 170 = _____. 5.7% of 170 = _____. 5.7% of 17.43 = _____.	The meat cutter must be able to cut a certain portion of a carcass into roasts, steaks and hamburger. To accomplish this task, the student must be able to determine the percentage of a number. To demonstrate the ability to perform this task, the student will determine the following weights based on a 250 pound carcass: a. 15% will be waste b. 20% will be cut into roasts c. 30% will be made into steaks d. 35% is to be ground into hamburger Key: a. 37½ pounds, b. 50 pounds, c. 75 pounds, d. 87½ pounds
5A.2 Convert: a. a percent to a fraction b. a fraction to a percent	See 5A.3
5A3. Convert: a. a percent to a decimal b. a decimal to a percent	The meat cutter must be able to figure sales tax and discounts. To accomplish this task, the student must be able to convert percentages into decimals or fractions. To demonstrate the ability to perform this task, the student will convert row (a.) into fractions and row (b.) into decimals: a. 10%, 87½%, 125% b. 25%, 37½% 192% Key: a. 1/10, 7/8, 1 1/4; b. .25, .375, 1.92

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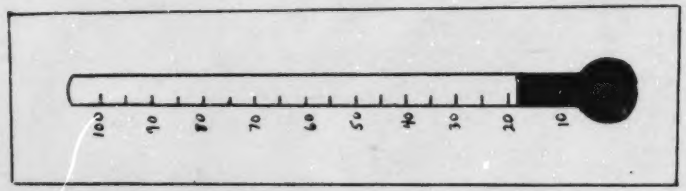
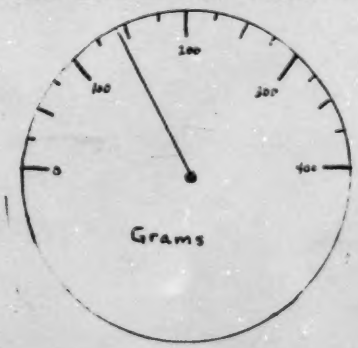
INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
5B.9 Given word problems appropriate to a selected occupation, be able to: Select arithemetic functions to be performed; the order in which they are to be done; and obtain the required solution.	The meat cutter must be able to determine the average number of pounds of meat and the price per roast, given the weight of the carcass and the number of roasts needed. To accomplish this task, the student must be able to, given a statement of the problem, select the correct mathematical functions needed to solve the problem. To demonstrate the ability to perform this task, the student will determine that if a customer wants 25 roasts from a carcass weighing 210 pounds, then each roast will weigh 8.4 pounds and if the price is $1.29 per pound, then each roast will cost $10.84.
5D.1 Identify an equality of two numbers in the form of: a:b = c:d, $\frac{a}{b} = \frac{c}{d}$, "a is to b as c is to d," or "a parts to b parts is the same as c parts to d parts," etc., as a proportion.	See 5D.2
5D.2 Calculate the unknown number given 3 numbers in a proportion.	The meat cutter must be able to quote prices accurately. To accomplish this task, the student must be able to use proportions to solve problems. To demonstrate the ability to perform this task, the student will determine that if ten pounds of scallops cost $40.50, then 42 pounds would cost $170.10.
6E.2 Weigh common objects on balance or spring loaded scales, correct within one unit of the scale readings.	The meat cutter must be able to fill customer orders correctly. To accomplish this task, the student must be able to weigh objects on a scale accurate to within one unit on the scale. To demonstrate the ability to perform this task, the student will weigh several objects on a scale and accurately relate their weight to the instructor.
8A.1 Identify a number obtained by counting as an exact number and a number obtained by measuring as an approximate number.	See 8A.5
8A.2 Round off a number (including mixed numbers) to a given unit of precision.	See 8A.5

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
8A.5 Write the measurement indicated on a sketch of a graduated scale: a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions. b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions. c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eights, sixteenths, tenths, or fifths. d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.	The meat cutter must be able to keep track of the temperature of meat in cold storage. To accomplish this task, the student must be able to read a graduated scale correctly. To demonstrate the ability to perform this task, the student will examine the graduated scale below and determine that the indicated temperature is 18 degrees. 
9C.1 Identify milligrams, centigrams, decigrams, grams, decagrams, hectograms, kilograms and metric tons as units of metric weight measure.	See 9C.4
9C.2 Convert units of weight from one metric unit to another (e.g., 100 grams equals one hectogram).	See 9C.4
9C.4 Weigh common objects on balance or spring loaded scales, correct within one unit of the metric scale readings.	The meat cutter must be able to fill out customer orders accurately. To accomplish this task, the student will have to familiarize himself with the metric system of weights. To demonstrate the ability to perform this task, the student will examine the scale below and determine that it reads 147 grams. 

1293:SI

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
13A.1 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.	See 15A.3
15A.1 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).	See 15A.3
15A.3 Read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.	The meat cutter must be able to converse with his co-workers and with customers. To accomplish this task, the student must be able to read and use words common to the vocabulary of a meat cutters. To demonstrate the ability to perform this task, the student will correctly match the words with their definitions below: a. scale b. carcass c. sweet breads d. power saw e. hand truck f. invoice g. tripe h. poultry i. cooler j. lox k. grinder l. cubing 1. power operated saw 2. cutting partly through a steak in a checkered pattern to increase tenderness by breaking the fibers. 3. a machine or device for pulverizing 4. domesticated birds kept for eggs or meat 5. a stomach tissue of a ruminant and especially of the ox for use as a food 6. any instrument or machine for weighing 7. salty, smoked salmon 8. a device or container that cools something or keeps it cold 9. a detailed list of goods shipped or services rendered, with an account of all costs 10. a small cart for carrying heavy loads 11. the thymus gland of an animal, used as food 12. the dead body of an animal, slaughtered and gutted

Key: a. 6, b. 12, c. 11, d. 1, e. 10, f. 9, g. 5, h. 4, i. 8, j. 7, k. 3, l. 2.

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
15B.1 Read aloud and explain a series of common functional signs (e.g., safety signs, road signs etc.).	The meat cutter must be able to work safely on his job. To accomplish this task, the student must be able to read functional signs and understand their meanings. To demonstrate the ability to perform this task, the student will read the signs below and explain their meanings to the instructor:
16A.1 Identify a form as a standardized printed document with blank spaces for recording certain needed information.	See 16A.4
16A.2 Interpret terminology and abbreviations frequently found in forms.	See 16A.4
16A.3 Identify various kinds of forms by stating the kind of information to be recorded.	See 16A.4
16A.4 Given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.	The meat cutter must be able to verify the deductions on his paycheck. To accomplish this task, the student must be able to read forms and answer factual questions based on them. To demonstrate the ability to perform this task, the student will read the paycheck below and tell the instructor the amount of gross pay, the deductions, and the net pay.

Name	Louis Stacey		
From	8/19	To 9/1	Incl.
Regular		190	40
Overtime			
Total Earnings		190.	40
wh/tax	25	00	
F.I.C.A.	8	00	
Total Deductions		33	50
Amount of Check		156.	90

No. 153

September 8, 1967

Pay TO THE ORDER OF Louis Stacey $ 156.90

One hundred fifty-six and 90/100 ---------- DOLLARS

Valley National Bank
LAND, CALIFORNIA

Tristram Shandy

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INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
16B.1 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.	See 16B.3
16B.2 State the type of information recorded on given charts or tables.	See 16B.3
16B.3 Given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.	The meat cutter must be able to wait on customers. To accomplish this task, the student must be able to read charts and reference tables such as sales tax sheets. To demonstrate the ability to perform this task, the student will examine the chart below and determine the sales tax on a purchase of $41.57.

10.75–10.91	.65	25.09–25.24	1.51	39.42–39.58	2.37	53.75–53.91	3.23
10.91–11.08	.66	25.25–25.41	1.52	39.59–39.74	2.38	53.92–54.08	3.24
11.09–11.24	.67	25.42–25.58	1.53	39.75–39.91	2.39	54.09–54.24	3.25
11.25–11.41	.68	25.59–25.74	1.54	39.92–40.08	2.40	54.25–54.41	3.26
11.42–11.58	.69	25.75–25.91	1.55	40.09–40.24	2.41	54.42–54.58	3.27
11.59–11.74	.70	25.92–26.08	1.56	40.25–40.41	2.42	54.59–54.74	3.28
11.75–11.91	.71	26.09–26.24	1.57	40.42–40.58	2.43	54.75–54.91	3.29
11.92–12.08	.72	26.25–26.41	1.58	40.59–40.74	2.44	54.92–55.08	3.30
12.09–12.24	.73	26.42–26.58	1.59	40.75–40.91	2.45	55.09–55.24	3.31
12.25–12.41	.74	26.59–26.74	1.60	40.92–41.08	2.46	55.25–55.41	3.32
12.42–12.58	.75	26.75–26.91	1.61	41.09–41.24	2.47	55.42–55.58	3.33
12.59–12.74	.76	26.92–27.08	1.62	41.25–41.41	2.48	55.59–55.74	3.34
12.75–12.91	.77	27.09–27.24	1.63	41.42–41.58	2.49	55.75–55.91	3.35
12.92–13.08	.78	27.25–27.41	1.64	41.59–41.74	2.50	55.92–56.08	3.36
13.09–13.24	.79	27.42–27.58	1.65	41.75–41.91	2.51	56.09–56.24	3.37
13.25–13.41	.80	27.59–27.74	1.66	41.92–42.08	2.52	56.25–56.41	3.38
13.42–13.58	.81	27.75–27.91	1.67	42.09–42.24	2.53	56.42–56.58	3.39
13.59–13.74	.82	27.92–28.08	1.68	42.25–42.41	2.54	56.59–56.74	3.40
13.75–13.91	.83	28.09–28.24	1.69	42.42–42.58	2.55	56.75–56.91	3.41
13.92–14.08	.84	28.25–28.41	1.70	42.59–42.74	2.56	56.92–57.08	3.42
14.09–14.24	.85	28.42–28.58	1.71	42.75–42.91	2.57	57.09–57.24	3.43

17A.5 Answer "what," "who," "when," and "where" questions using factual information from an article.	The meat cutter must be able to follow company or store policies. To accomplish this task, the student must be able to read memoranda on company policies or special announcements. To demonstrate the ability to perform this task, the student will read the following memo and relate to the instructor who sent it, when and where it will happen, and what will take place:

INSTRUCTIONAL OBJECTIVES

19A.15 Perform a series of two or three activities which require recall or oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

JOB COMPETENCIES

memo

756 Baker St. • Redwood City • CA 94063
(415) 364-5600

TO ALL EMPLOYEES DATE 1/15/77

FROM George Tirebiter, Vice President

SUBJECT Extending Credit to customers.

It has come to my attention that several stores have been extending credit to new customers. While it is our intention to retain older and tried charge customers, it is economically unfeasible to extend credit to new customers.

Thank you for your cooperation,

Sincerely yours,

George Tirebiter

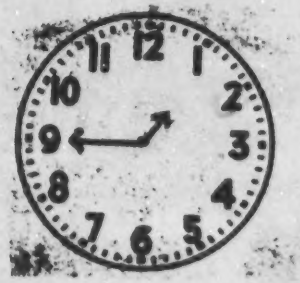
The meat cutter must be able to do tasks which are new to him or which require special handling. To accomplish this task, the student must be able to follow oral directions accurately.

To demonstrate the ability to perform this task, the student will listen to the following directions and then perform the task indicated:

a. take a piece of scratch paper
b. fold it in half lenthwise
c. write your name and address in the middle of one side
d. write a friends name in the upper left hand corner of the same side

1297

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
21A.1 Identify seconds, hours, days, months, years, decades, centuries as units of time.	See 21A.2
21A.2 Given dates of the year, locate dates on a current calendar.	The meat cutter must be able to get orders to customers on time. To accomplish this task, the student must be able to locate dates on a current calendar. To demonstrate the ability to perform this task, the student will examine a calendar and correctly find the following dates on a current calendar: January 3rd September 6th June 14th
21A.4 Given a standard clock, tell correct time to within 5 minutes of actual time.	See 21A.5
21A.5 Given times of the day, be able to write time: a. 8:00 b. eight o'clock c. 8 o'clock	The meat cutter must be able to take orders from customers and fill out time sheets. To accomplish this task, the student must be able to write the correct time. To demonstrate the ability to perform this task, the student will examine the clocks below and write the correct times shown:



INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
21A.8 Given a list of names and addresses, write items using proper capitalization and punctuation.	The meat cutter must be able to fill in shipping labels correctly. To accomplish this task, the student must be able to write names and addresses using correct capitalization and punctuation. To demonstrate the ability to perform this task, the student will write Albert Camus — given... — camus, albert 125 4th Street — austin texas 77875 Austin, Texas 77875 — 125 4 street
22A.1 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.	See 22B.2
22B.1 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.	See 22B.2
22B.2 Complete a sample application form for employment in a legible manner.	The meat cutter must be able to apply for a job. To accomplish this task, the student must be able to fill out a job application neatly and correctly. To demonstrate the ability to perform this task, the student will complete 91-A accurately and legibly.
22D.1 Write short notes to self or to others which convey information such as appointments, telephone calls received, visitors, etc., which supply necessary data about who, when, where, what, why and how.	The meat cutter must be able to take messages from customer. To accomplish this task, the student must be able to write short notes to self or others. To demonstrate the ability to perform this task, the student will, given the following oral message, write a short note conveying the important points: This is Mr. Sammler. Please have Mr. Herzog call me before 2:00 this afternoon about that shipment of beef sides. Thank you.

1299

INSTRUCTIONAL OBJECTIVES

26B.1 Given objects sort by given classification criteria. The sorting should require a minimum of judgement. To over simplify, sorting apples by types or tools by various generic classifications would be appropriate but sorting apples by quality or lumber by grades is a rating skill.

JOB COMPETENCIES

The meat cutter must be able to use the proper implements, especially knives for different jobs. To accomplish this task, the student must be able to sort objects by given classification criteria.

To demonstrate the ability to perform this task, the student will sort a group of pencils into 2 groups, those under 3" long and those over 3" long.

91-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home _____ Business _____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed 8 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

Reason for leaving _____

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Shipping Clerk

D.O.T. CODE: 222.387 (4th Ed.: 222.387-050)

A.C.E. NUMBER: 92

CAREER LADDER:

FIRST LEVEL: Shipping Clerk I

SECOND LEVEL: Shipping Clerk II

THIRD LEVEL: Shipping Supervisor

D.O.T's General Educational Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Bernal Woolen Mills
851 Hamilton Avenue
Menlo Park, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 175 . This number is based upon the San Francisco-Oakland SMSA, U. S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Development Department job opening activity.

Usual Entrance Requirements - Mathematical and verbal accuracy for taking and recording orders.

JOB DESCRIPTION (D.O.T.) - Receives incoming shipments of merchandise, prepares merchandise for shipment and keeps records pertaining thereto: Determines method of shipment, utilizing knowledge of shipping procedures, routes, and rates. Compares quantity and identification numbers of merchandise against orders. Assembles wooden and cardboard containers or selects preassembled containers. Prepares records of merchandise shipped and bills of lading. Posts weights and shipping charges. Keeps files of shipping records. Verifies receipt of shipments against bills of lading, invoices, or other records. Records shortages and rejects damaged merchandise. Routes merchandise to departments. May direct others in the preparation for shipment and receipt of merchandise.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF SHIPPING CLERK

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a shipping clerk.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 The SHIPPING CLERK must be able to verify shipments by writing down the requisition numbers.

To accomplish this task, the student must be able to copy a series of numbers with 100% accuracy.

To demonstrate the ability to perform this task, the student will copy the following numbers accurately and quickly:

12481632	64128256
5121024	20484096

1A.2 Prerequisite to 1A.5 — Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 — Read a given whole number less than ten million and write its name in words.

1A.4 Prerequisite to 3E.2 — Write a whole number less than ten million given the word name of the number.

1A.5 The SHIPPING CLERK must be able to check shipments to be sure that the number of items shipped is the same as the number of items requested.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will correctly count a set of pencils and write down the total number.

1A.6 The SHIPPING CLERK must be able to reconcile the shipping numbers on the merchandise with the order numbers.

To accomplish this task, the student must be able to arrange a set of whole numbers in ascending or descending order.

To demonstrate the ability to perform this task, the student will rank the following numbers in descending order and then read them aloud to the instructor in descending order:
148 73 119 67 23 101
10 1001

1B.1 Prerequisite to 3E.3

Perform additions of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is ____;
Find the sum of 8 and 5;
Add 8 and 5; 8
8 + 5 = ____. +5

1B.2 Prerequisite to 3E.3

Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3 Prerequisite to 3E.4

Perform subtraction of whole numbers given instructions such as:
8 minus 5 is ____.
Subtract 5 from 8.
Find the difference of 8 and 5.
8 - 5 = ____.
If you had 8 and gave away 5, you would have ____. 8
-5

1B.4 Prerequisite to 3E.4

Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1C.1 Prerequisite to 1C.2

Perform multiplication of whole numbers given instructions such as:
6 times 2 is ____. 6 x 2 = ____.
Three two's are ____. 6
The product of 6 and 2 is ___. x2

1C.2 The SHIPPING CLERK must be able to determine the total number of items in a shipment.

To accomplish this task, the student must be able to find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to 3 digits.

To demonstrate the ability to perform this task, the student will correctly find the products indicated below:

a. 144 items/case
x 16 cases

b. 288 items
x 50 cases

c. 67 cases of 24 items = ____.

KEY: a. 2,304 items; b. 14,400 items; c. 1,608 items.

1C.3 Prerequisite to 1C.4

Perform division of two simple whole numbers (no remainder) given instructions such as:

2 divided by 6 is ___.
2 into 6 goes ___ times.
The quotient of 6 divided by 2 is ___.

$6 \div 2 =$ ___.
$2\overline{)6} =$ ___.
$\frac{6}{2} =$ ___.

1C.4 The SHIPPING CLERK must be able to determine the number of cases of an item needed.

To accomplish this task, the student must be able to find quotients of 1 - 5 digit dividends and 1 - 3 digit divisors including cases where there are remainders.

To demonstrate the ability to perform this task, the student will find the following quotients:

a. $\frac{1000 \text{ items}}{25 \text{ items/case}}$

b. 288 items - 12 items in a case =

c. 522 items divided by 64 items per case =

KEY: a. 40 cases; b. 24 cases; c. 8 cases + 10 items or 9 cases needed.

2A.1b	Prerequisite to 6E.2	Read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.
2A.2	Prerequisite to 6E.2	Reduce a fraction to its simplest form (lowest terms).
2A.3	Prerequisite to 6E.2	Change improper fractions to mixed numbers and mixed numbers to improper fractions.
2A.4	Prerequisite to 6E.2	Write equivalent fractions for a given fraction given a new numerator and denominator.
2B.1	Prerequisite to 2B.4	Calculate the sum in simplest form of two or three common fractions with like denominators.
2B.2	Prerequisite to 2B.4	Calculate the sum in simplest form of two or three common fractions with unlike denominators.
2B.3	Prerequisite to 2B.4	Calculate the sum in simplest form of two or three mixed numbers with like and unlike denominators.

2B.4 **The SHIPPING CLERK must be able to figure out bulk rates for shipping.**

To accomplish this task the student must be able to calculate the sum in simplest form of two or three numbers which include at least one proper fraction and one mixed number.

To demonstrate the ability to perform this task, the student will determine the total weights of the groups of boxes below:

a. 2 1/2 lb.
8 1/4 lb.
12 1/8 lb.

b. 154 1/8 lb.
221 1/4 lb.
78 1/2 lb.
119 5/8 lb.

c. 108 1/2 lb. + 68 1/4 lb. + 33 7/16 lb. + 29 1/4 lb. + 110 3/4 lb.

KEY: a. 22 7/8 lb.; b. 573 1/2 lb.; c. 350 3/16 lb.

3A.1	Prerequisite to 6E.2	Read a given 1-4 place decimal and write its name in words.
3A.2	Prerequisite to 6E.2	Write a 1-4 place decimal fraction given the word name of the number.
3A.3	Prerequisite to 6E.2	Arrange a set of decimal fractions in ascending or descending order.
3B.1	Prerequisite to 3E.3	Calculate the sum of a set of decimal fractions.
3B.2	Prerequisite to 3E.4	Calculate the difference of two decimal fractions.
3C.1	Prerequisite to 3E.5	Calculate the product of two decimal fractions when rounding off is (a) required, and (b) not required.
3C.2	Prerequisite to 3E.5	State or write the product of a number and a power of ten between .001 and 1,000 without written calculation.
3E.1	Prerequisite to 3E.2	Read a given value less than $10,000,000.00 and write or state its name in words.

3E.2 The SHIPPING CLERK must be able to keep records of the materials being shipped and their invoices.

To accomplish this task, the student must be able to write a value less than $10,000,000.00 given the word name of the amount.

To demonstrate the ability to perform this task, the student will correctly write these amounts of money given the word names orally by the instructor:

a. Seventy-six cents.
b. One thousand and one dollars.
c. Four hundred and seventy-six thousand dollars and forty-one cents.

3E.3 The SHIPPING CLERK must be able to check over shipping orders and figure costs given new prices.

To accomplish this task, the student must be able to add columns of dollars and cents values including amounts from $.01 to $9,999.99.

To demonstrate the ability to perform this task, the student will add the following amounts of dollars and cents:

a. $101.14
71.39
68.57

b. $8,416.01
482.75
119.57
57.63

c. $1,099.87
858.69
18.99

KEY: a. 241.10; b. $9,075.96; c. $1,977.55.

3E.4 The SHIPPING CLERK must be able to make adjustments in the prices of orders which could not be completely filled.

To accomplish this task, the student must be able to subtract one amount of money from another with values up to $10,000.00.

To demonstrate the ability to perform this task, the student will correctly determine the answers to the following problems:

a. $7,488.50
- 621.75

b. $88.67
-13.58

c. $2,458.69
- 569.58

KEY: a. $6,866.75; b. $75.09; c. $1,889.11.

3E.5 The SHIPPING CLERK must be able to determine total costs on shipping orders.

To accomplish this task, the student must be able to calculate the total cost of up to 25 items of equal value.

To demonstrate the ability to perform this task, the student will correctly perform the extensions indicated below:

a. 11 cases
x $18 a case

b. 99 boxes @ $45

c. 25 cases at $64 apiece

d. 108 items
x 75¢ @

KEY: a. $198; b. $4,455; c. $1,600; d. $81.00.

6E.2 The SHIPPING CLERK must be able to determine shipping costs.

To accomplish this task, the student must be able to weigh common objects on balance or spring loaded scales, correct within one unit of the scale readings.

To demonstrate the ability to perform this task, the student will weigh several items (to be chosen by the instructor) on a set of scales.

6E.3 The SHIPPING CLERK must be able to move heavy boxes or crates to prepare them for shipment.

To accomplish this task, the student must be able to, from visual, kinesthetic and tactual perception, and with immediate subsequent feedback, estimate the weight of various items of different shape, size and composition, (e.g., chair, table, book), within 20% of actual weight.

To demonstrate the ability to perform this task, the student will determine if he could safely lift a variety of items around the classroom.

6F.3 The SHIPPING CLERK must be able to select the correct size of preassembled containers for shipping various objects.

To accomplish this task, the student must be able to estimate the length, width, height, or distance between objects, within 20% of actual measurement, in cases such as the following:

a. dimensions of a book, box, desk, room or building.
b. distances up to 200 yards.

To demonstrate the ability to perform this task, the student will estimate the dimensions of several items in the classroom to be verified by the instructor (through actual measurement if necessary).

8A.3 Prerequisite to 6E.2

Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 6E.2

Write the size of the interval between:

a. numerals on a graduated scale.'
b. subdivisions on a graduated scale.

8A.5 Prerequisite to 6E.2

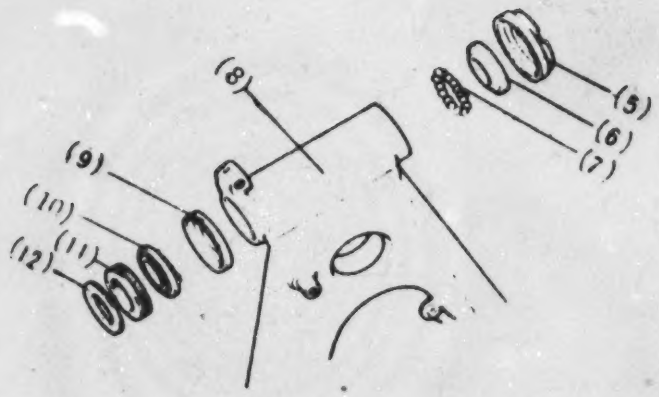
Write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

12D.1 The SHIPPING CLERK must be able to assemble wooden or cardboard containers for shipping objects.

To accomplish this task, the student must be able to identify the order in which parts are put together in an assembly drawing.

To demonstrate the ability to perform this task, the student will examine the assembly drawing below and explain the order of assembly to the instructor.



Assembly Drawing

13A.1 Prerequisite to 15A.2 — Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

13A.2 Prerequisite to 26A.1 — Given the letters of the alphabet in manuscript form and in random order, read each letter correctly in the proper alphabetical order.

15A.1 Prerequisite to 15A.3 — Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 The SHIPPING CLERK must be able to read labels on crates and containers so they may be routed correctly.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

To demonstrate the ability to perform this task, the student will explain briefly each of the following words or phrases to the instructor:

par avion	rush
insured	zip code
fragile	this end up
special delivery	caustic substance
mailing address	surface mail
perishable	P.O. number

15A.3 The SHIPPING CLERK must be able to converse with co-workers and must be able to give and receive instructions.

To accomplish this task the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will correctly match the following words and definitions:

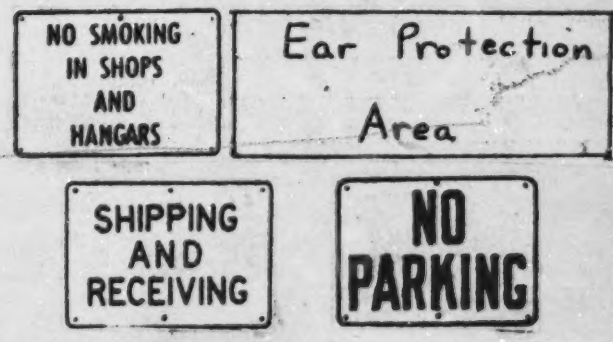
A. pallets	1. itemized list of goods shipped and their prices and terms of sale.
B. purchase order	2. collect on delivery.
C. tariff	3. mail service for parcels.
D. invoice	4. portable platform, usually of wood, for handling, storing, or moving materials and packages.
E. back order	5. group of objects identically priced.
F. c.o.d.	6. items ordered but not yet shipped.
G. F.O.B.	7. free on board.
H. parcel post	8. written direction to ship an item.
I. shipping order	9. schedule of duties imposed by a government on imported or exported goods.
J. receipt	10. written order for an item to be obtained through payments.
K. styrofoam	11. written acknowledgment of having received goods or money.
L. Extension	12. one whose occupation is driving trucks for hauling freight.
M. teamster	13. rigid, lightweight, cellular polystyrene used to protect items during shipment.

KEY: A-4, B-10, C-9, D-1, E-6, F-2, G-7, H-3, I-8, J-11, K-13, L-5, M-12

15B.1 The SHIPPING CLERK must be able to work safely and accurately.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs etc.).

To demonstrate the ability to perform this task, the student will read the signs below and briefly explain them to the instructor:



16A.1 Prerequisite to 16A.4 — Identify a form as a standardized printed document with blank spaces for recording certain needed information.

16A.2 Prerequisite to 16A.4 — Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 — Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 The SHIPPING CLERK must be able to correctly route shipments and verify purchase orders.

To accomplish this task the student must be able to, given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will examine Exhibit 92-A and determine the following information:

a. The Bill of Lading No.;
b. The total weight of the items ordered;
c. The destination;
d. The invoice #;
e. The customer Order Number.

16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

16B.3 The SHIPPING CLERK must be able to determine the amount of postage to send packages and crates.

To accomplish this task the student must be able to, given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.

To demonstrate the ability to perform this task, the student will examine Exhibit 92-B and obtain the following information:

a. The total mortgage debt in dollars for the last quarter of 1970;
b. The amount of the mortgage debt controlled by the FNMA in the first quarter of 1973.
c. How much of the mortgage debt in the 3rd quarter of 1971 not associated with commercial banks.

KEY: a. $58,023,000,000; b. $2,354,000,000; c. $60,672,000,000.

17A.7 Prerequisite to 19A.15

Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19A.15

Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 The SHIPPING CLERK must be able to give special attention to certain shipments as directed by his supervisor.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall or oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

To demonstrate the ability to perform this task, the student will listen to the following instructions, to be read aloud by the instructor, and then carry them out.

a. Turn to page 1 of this job description;
b. Copy the A.C.E. Number on a separate sheet of paper;
c. Double the number written down and add it to the number already written down.

20A.1 Prerequisite to 26A.1

Given the letters of the alphabet in manuscript form and random order, write or print the letters in correct order.

21A.3 Prerequisite to 22B.2

Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

21A.5 The SHIPPING CLERK must be able to verify all shipments which are sent out.

To accomplish this task, the student must be able to, given times of the day, write the time as:

a. 8:00
b. eight o'clock
c. 8 o'clock

To demonstrate the ability to perform this task, the student will examine the clocks below and write the indicated times in each of the above ways:

21A.8 The SHIPPING CLERK must be able to send shipments to the correct organization.

To accomplish this task, the student must be able to, given a list of names and addresses, write items using proper capitalization and punctuation.

To demonstrate the ability to perform this task, the student will correctly write the following addresses:

a. sam houston inc.
1170 S ALAMO AVE
austin, texas, 62107

b. stephen austin
2673 san antonio st number 4
DALLAS TEXAS 62204

c. JAMES BOWIE
137 SAN JACINTO BLVD.
HOUSTON TEXAS 63412

22A.1 Prerequisite to 22B.2

Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2

Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 The SHIPPING CLERK must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will fill out Exhibit 92-C.

22D.1 The SHIPPING CLERK must be able to receive phone instructions or take messages for co-workers.

To accomplish this task, the student must be able to write short notes to self or to others which convey information such as appointments, telephone calls received, visitors, etc., which supply necessary data about who, when, where, what, why and how.

To demonstrate the ability to perform this task, the student will listen to the following (to be read aloud by the instructor) and write a concise note covering the pertinent data:

This is Francis Galton, sales representative. Tell Charles Spearman that the shipment going to E.L.Thorndike at Columbia is a rush order. It has to be there in 4 days or they won't accept it. My number is extension 1874. Have him call me if there are any questions.

Thanks.

26A.1 The SHIPPING CLERK must be able to keep track of receipts, vouchers, and correspondence concerning shipment of goods.

To accomplish this task, the student must be able to sort data by given classification criteria. (E.g., alphabetical order.)

To demonstrate the ability to perform this task, the student will alphabetize the following names and write them in order on a separate sheet of paper:

Karl Pearson
Gustav Fechner
L. L. Thurstone
David Wechsler
Alfred Binet
James McKeen Cattell
Truman L. Kelley
P. H. DuBois
William A. McCall
Clark Hull
SirRonald A. Fisher
G. R. Pascal

92-A

SAN MATEO CO SUPT OF SCHS
ACE PROJECT
609 PRICE AVE #101
REDWOOD CITY CA 94063
ATTN ACE/COONEY CARRIER

Bill of Lading No. 14 270210 A1
Invoice No. 62164
CUSTOMER ORDER NO. 36288
FREIGHT BILL MUST SHOW BILL OF LADING NO.
FREIGHT BILLS MUST BE SUBMITTED IN DUPLICATE

RECEIVED, subject to the classifications and tariffs in effect on the date of the issue of this Bill of Lading.

From OFFICE SUPPLY COMPANY, INC. At SAN FRANCISCO, CALIF. MZ Zone 19T, on ____, 19__

The agreed or declared value of the property is hereby specifically stated by the shipper to be not exceeding ____ cents per pound.

COMPANY USE ONLY
Sold to

Small Shipment Service requested - Released to value not exceeding 50¢ per pound.

Volume Incentive Service requested

If charges are to be prepaid, write or stamp here. PREPAYADD

NO. PKGS.	DESCRIPTION	WEIGHT	CLASS	NO. PKGS.	DESCRIPTION	WEIGHT	CLASS
	Ctn. PULP BOARD, Flat O/T 30in		55		Ctn. PAPER,		85
	Ctn. BASKETS, WASTE, Sheet Steel, nested		120		Ctn. PAPER,		85
(2)	Ctn. BINDERS or COVERS Book or Loose Leaf, Paper or Pulpboard	5#	70		Rolls, PAPER,		85
	Ctn. CORRUGATED PAPER		85		Ctn. PAPER:		55
	Ctn. BLACKBOARDS, plasterboard w/o frames		70		Ctn. PENCILS		70
	Ctn. CARDS INDEX, ruled or plain		55				
	Ctn. CHALK, School or Marking		85				
	Ctn. CLIPS, paper, steel wire, RS or L		70		Ctn. DESK BLOTTER PADS		65
	Ctn. DENATURED ALCOHOL, red label liquid, inflammable		85		Ctn. RUBBER BANDS		65
	Ctn. ENVELOPES, noibn		70		Ctn. PAINT, Liquid, NOI [illegible] coatings		77½
(12)	Ctn. FILE FOLDERS, paper tab	18#	55		Ctn. CEMENT, PASTE OR GLUE in glass in metal or plastic tubes O/T above		77½ 55
	Ctn. INK, writing		70				
	Ctn. BOXES KDF O/T 60in corr.		55 77½		Ctn. SEALING TAPE		55
	Ctn. MATS, fibreboard wallboard		77½		FILES, METAL, WALLS		60
	Ctn. PAINT,		55				
	Ctn. PAPER,		85				
	Ctn. PAPER,		85				

*If the shipment moves between two ports by a carrier by water, the law requires that the bill of lading shall state whether it is carrier's or shipper's weight.
NOTE—All shipments which are subject to a released value or stated valuation are hereby released to that value on which the lowest tariff rate is applicable.

This is to certify that the above articles are properly described by name and packaged and marked and are in proper condition for transportation according to the applicable regulations prescribed by the Interstate Commerce Commission.

The rate used for this shipment conforms to the specifications set forth in the box maker's certificate thereon, and all other requirements of Consolidated Freight Classification.

OFFICE SUPPLY COMPANY, INC. Shipper

Per

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ACE MUST DETACH AND RETAIN THIS SHIPPING ORDER AND MUST SIGN THE ORIGINAL BILL OF LADING

Permanent post-office address of shipper, 1050 San Mateo Ave., San Bruno, Calif. 94066

Date

(This Bill of Lading is to be signed by the shipper and agent of the carrier issuing same.)

CARRIER'S COPY

MORTGAGE DEBT

Substitute chart

($000,000 OMITTED)

BY QUARTERS	TOTAL	TIONS	COMPANIES	SAVINGS BANKS	CIAL BANKS	FNMA	GNMA	GENCIES OTHER	OTHER HOLDERS
1970									
1ST	53,198	12,009	14,551	12,302		53	1,974	670	8,360
2ND	54,548	12,478				150	2,092	653	8,490
3RD	56,127					246	2,203	681	8,693
4TH						321	2,304	734	8,868
						435	2,394	788	8,977
				13,551	3,709	585	2,470	801	9,070
			16,494	13,868	3,872	808	2,508	833	9,704
	63,367	17,355	16,773	14,386	3,984	1,110	2,542	903	10,314
1972									
1ST	69,087	17,967	16,678						
2ND	71,559	19,009	16,690						
3RD	73,806	19,930	16,825						
4TH	76,496	20,783	17,153						
1973									
1ST	78,420	21,358	17,430		6,109	2,354	2,623	1,526	11,375
2ND	81,120	21,856	17,700	16,394	6,469	2,892	2,608	1,628	11,573
3RD	83,523	22,359	17,897	16,567	6,745	3,352	2,967	1,852	11,784
4TH	85,401	22,524	18,431	16,843	6,939	3,805	2,699	1,985	12,182
1974									
1						4,359	3,415	2,149	12,282
2						4,868	2,424	2,351	12,032
3						5,383	2,715	2,546	11,782
4						5,800	3,248	2,742	11,732

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92-B

92-C

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President or the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____ From ____ mo. ____ year
Address ____ To ____ mo. ____ year
Supervisor's Name & Title ____ Phone ____ Total ____ years ____ months
Your Title ____ Full Time ☐ Part Time ☐
Duties ____ Last Salary ____
Reason for leaving ____

Employer ____ From ____ mo. ____ year
Address ____ To ____ mo. ____ year
Supervisor's Name & Title ____ Phone ____ Total ____ years ____ months
Your Title ____ Full Time ☐ Part Time ☐
Duties ____ Last Salary ____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 93

OCCUPATIONAL TITLE: LONG HAUL TRUCK DRIVER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Long-Haul Truck Driver

D.O.T. CODE: 905.883 (4th Ed.: 905.663-014)

CAREER LATTICE:

FIRST LEVEL: Long-Haul Truck Driver

SECOND LEVEL: Supervisor

D.O.T.'s General Educational Development Level: 2

SITE WHERE THE JOB CAN BE OBSERVED:

Golden Bay Freight

Redwood City

The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of Annual Jobs in San Mateo County: 92. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applications record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Truck Driving Education Course
Truck line application form

JOB DESCRIPTION (DOT): Drives truck with a capacity of more than three tons, to transport materials in liquid or packaged form and personnel to and from specified destinations such as railroad stations, plants, residences, offices, or within industrial yards: Verifies load against shipping papers. Drives truck to destination, applying knowledge of commercial driving regulations and roads in the area. Prepares receipts for load picked up. Collects payment for goods delivered and for delivery charges. May load and unload truck. May inspect truck equipment and supplies such as tires, lights, brakes, gas, oil, water. May perform emergency roadside repairs, such as changing tires, installing light bulbs, fuses, tire chains, and spark plugs. When driving truck that is equipped for specific purposes such as fighting fires, digging holes, and installing repairing utility company lines, may be designated as FIRE-TRUCK DRIVER, HOLE-DIGGER TRUCK DRIVER, TOWER-TRUCK DRIVER, DELIVERY-TRUCK DRIVER.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF LONG-HAUL TRUCK DRIVER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a long haul truck driver.

The right hand column lists the exact competencies found to have been essential to the job in our on-site interview. This column also notes the skills which are prerequisite to those competencies.

The center column *states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

*The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. DeW., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 A LONG-HAUL TRUCKER must be able to write down cargo manifest numbers.

To accomplish this task, the student must be able to, given a series of numbers in numeral form (e.g., 10, 20, 30) be able to copy series in hand-written form with 100% accuracy.

To demonstrate the ability to perform this task, the student will copy the following numbers exactly:

115 205 0067
147673 1112323

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 Read a given whole number less than ten million given the word name of the number.

1A.4 Prerequisite to 3E.3 Write a whole number less than ten million given the word name of the number.

1A.5 A LONG-HAUL TRUCKER must be able to verify that all of a shipment was loaded or unloaded.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will accurately count the number of pencils on a desk and write down that number.

1B.1 Prerequisite to 3E.3 Perform additions of whole numbers given instructions such as:

What is the total of 8 and 5? 8 + 5 = ____.
8 plus 5 is ____.
Find the sum of 8 and 5.
Add 8 and 5.

$$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$$

1B.2 Prerequisite to 3E.3 Find the sum of a set of whole numbers of 1 - 5 digits including cases where carrying is required.

1B.3 Prerequisite to 3E.4 Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____.
Subtract 5 from 8.
Find the difference of 8 and 5.
8 - 5 = ____.

If you had 8 and gave away 5, you would have ____.

$$\begin{array}{r} 8 \\ -5 \end{array}$$

1B.4 Prerequisite to 3E.4 Find the difference of two 1 - 5 digit numbers including cases where borrowing is required.

1B.5 A LONG-HAUL TRUCKER must be able to determine the number of hours of driving each day.

To accomplish this task, the student must be able to solve a routine word problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will determine the total number of hours that Clark Gable has driven today if he was off duty from midnight until 5 in the morning, drove for 6 hours, slept for 4 more hours, spent 4 hours in the cab as co-driver, and drove for 5 more hours.

1C.1 Prerequisite to 3E.5 Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____;
Three two's are ____;
The product of 6 and 2 is ____;
6 x 2 = ____;

$$\begin{array}{r} 6 \\ \times\ 2 \end{array}.$$

1C.2 Prerequisite to 3E.5 Find the product of a given pair of whole numbers of which one number is up to five digits and the other number up to three digits.

1C.3 Prerequisite to 1C.5 Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is ____;
2 into 6 goes ____ times;
The quotient of 6 divided by 2 is ____;

$6 \div 2 =$ ____;
$2\overline{)6} =$ ____;
$\frac{6}{2}$ ____.

1C.4 Prerequisite to 1C.5 Find quotients of 1 - 5 digit dividends and 1 - 3 digit divisors including cases where there are remainders.

1C.5 A LONG-HAUL TRUCKER must be able to figure out weight/axle ratios as well as average speeds.

To accomplish this task, the student must be able to solve routine word problems using multiplication and/or division of whole numbers.

To demonstrate the ability to perform this task, the student will solve the following problem:

Cary Grant drives trucks for $18 per hour. How much would he make if he drove for 12 hours in one day? How many hours would he have to drive to make $198?

KEY: $216; 11 hours.

3A.1 Prerequisite to 8A.5 Read a given 1 - 4 place decimal fraction and write its name in words.

3A.3 Prerequisite to 8A.5 Arrange a set of decimal fractions in ascending or descending order.

3B.1 Prerequisite to 3E.3 Calculate the sum of a set of decimal fractions.

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3B.2 A LONG-HAUL TRUCKER must be able to calculate his mileage for each day.

To accomplish this task, the student must be able to calculate the difference of two decimal fractions.

To demonstrate the ability to perform this task, the student will perform the following problems:

a. $\begin{array}{r} 113.7 \\ -\ 12.5 \\ \hline \end{array}$ b. $\begin{array}{r} 2341.6 \\ -\ 439.7 \\ \hline \end{array}$

c. $\begin{array}{r} 101.67 \\ -\ 89.49 \\ \hline \end{array}$ d. $\begin{array}{r} 10101.3 \\ -\ 6742.3 \\ \hline \end{array}$

KEY: a. 101.2, b. 1,901.9; c. 12.18; d. 3,359.0.

3C.1 Prerequisite to 3E.5 Calculate the product of two decimal fractions when rounding off is (a) required, and (b) not required.

3C.2 Prerequisite to 3E.5 State or write the product of a number and a power of ten between .001 and 1,000 without written calculation.

3E.1 Prerequisite to 3E.3 Read a given value less than $10,000,000.00 and write or state its name in words.

3E.2 Prerequisite to 3E.3 Write a value less than $10,000,000.00 given the word name of the amount.

3E.3 A LONG-HAUL TRUCKER must be able to collect payment for goods shipped.

To accomplish this task, the student must be able to add columns of dollars and cents values including amounts from $.01 to $9,999.99.

To demonstrate the ability to perform this task, the student will find the sums for the additions below:

a. $\begin{array}{r} \$14.27 \\ 45.31 \\ \hline \end{array}$ b. $\begin{array}{r} \$167.28 \\ 47.85 \\ \hline \end{array}$

c. $\begin{array}{r} \$185.37 \\ 62.94 \\ 73.21 \\ \hline \end{array}$ d. $\begin{array}{r} 100.12 \\ 87.07 \\ 186.29 \\ \hline \end{array}$

KEY: a. $59.58; b. $215.13; c. $321.52; d. $373.48.

3E.4 A LONG-HAUL TRUCKER must be able to charge the correct amount for goods delivered.

To accomplish this task, the student must be able to subtract one amount of money from another with values up to $10,000.00.

To demonstrate the ability to perform this task, the student will correctly solve the following:

a. $87.48 − 65.23

b. $212.04 − 114.12

c. $137.46 − 69.84

d. $8900.02 − 1428.77

KEY: a $22.25; b. $97.92; c $67.62; d. $7,471.25.

3E.5 A LONG-HAUL TRUCKER must be able to verify loads delivered and the price to be paid.

To accomplish this task, the student must be able to calculate the total cost of up to 25 items of equal value.

To demonstrate the ability to perform this task, the student will correctly perform the multiplications below:

a. $142.87 x 24

b. $67.98 x 15

c. $14.83 x 19 = ____.

d. 23 x $64.59 = ____.

KEY: a. $3,428.88; b. $1,019.70; c. $281.77; d. $1,485.57

5C.1 Prerequisite to 5C.3 Identify comparisons of two numbers in forms such as a:b, "a is to b", or "a parts to b parts", as ratios.

5C.2 Prerequisite to 5C.3 State or write in simplest form (lowest terms) a ratio of two numbers or items in the form:

a. a:b; b. $\frac{a}{b}$.

5C.3 A LONG-HAUL TRUCKER must be able to determine the weight/axle for a combination of different cargoes.

To accomplish this task, the student must be able to write a ratio given a description of two numbers or items, one of which must be determined by addition or subtracting the numbers in a given ratio.

To demonstrate the ability to perform this task, the student will determine the new weight to axle ratio given that the old ratio was 4 tons to 3 axles and that the addition is one trailer (2 axles) weighing 2 1/2 tons.

KEY: 13/10.

5E.1 A LONG-HAUL TRUCKER must be able to determine distance/time factors for his daily log as required by state law.

To accomplish this task, the student must be able to solve problems involving the calculation of distance, time or rate.

To demonstrate the ability to perform this task, the student will find the solutions for the following problem:

Bette Davis drove 850 miles in 17 hours.

a. How fast was she driving?
b. At half the speed, how long would it take her to drive 625 miles?
c. How far would she travel at 40 mph in 16 hours?

KEY: 50mph; 25 hours; 640 miles.

6F.3 A LONG-HAUL TRUCKER must be able to drive at a safe distance behind other vehicles as well as be able to load the truck safely.

To accomplish this task, the student must be able to estimate the length, width, height, or distance between objects, to within 20% of actual measurement, in cases such as the following:

a. dimensions of a book, box, desk, room or building;
b. distances up to 200 yards.

To demonstrate the ability to perform this task, the student will estimate the dimensions of the room he now occupies (to be verified by the student with a yardstick or measuring tape).

6G.1 A LONG-HAUL TRUCKER must be able to figure out the number of hours driving, on duty, and off-duty for the daily log.

To accomplish this task, the student must be able to subtract 12-hour clock times including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will find the number of hours worked for each situation below:

a. 10:00 P.M.
   - 3:15 P.M.

b. 8:00 in the morning until 2:35 in the afternoon;
c. 7:15 P.M. until 3:27 in the morning.

KEY: a. 6 hours, 45 minutes; b. 6 hours, 35 minutes; c. 8 hours, 12 minutes.

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6G.7 A LONG-HAUL TRUCKER must be able to estimate the amount of time needed to arrive at a particular destination.

To accomplish this task, the student must be able to estimate the duration of time actually required to perform routine functions, within 50% of the actual time.

To demonstrate the ability to perform this task, the student will estimate the amount of time needed to walk to the nearest mailbox and back (to be verified by the student).

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale;
b. subdivisions on a graduated scale.

8A.5 A LONG-HAUL TRUCKER must be able to read fuel gauges, odometers, ammeters, air pressure gauges, etc.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions;

b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions;

c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths;

d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will read the gauges below and write the readings in the blanks provided:

Substitute a scale marked off in tenths.

11A.1 Prerequisite to 11C.3 Identify rectangles, squares, triangles, circles, rectangular solids, cubes, pyramids, cones, cylinders, and spheres from a set of objects, pictures of objects, or names of objects.

11A.2 Prerequisite to 11C.3 Identify:

a. rectangles, squares, triangles, and circles as plane figures (two-dimensional).

b. rectangular solids, cubes, pyramids, cones, cylinders, and spheres as solid figures (three-dimensional).

11A.3 Prerequisite to 11C.3 Identify rectangles, squares, triangles, circles, rectangular solids, cubes, and cylinders given their definitions or characteristics.

11B.1 Prerequisite to 11C.2 Identify 30°, 45°, 60°, and 90° angles from a set of such angles, without the aid of a protractor.

11C.2 A LONG-HAUL TRUCKER must be able to sketch accident sites.

To accomplish this task, the student must be able to sketch angles correct to within 15°.

To demonstrate the ability to perform this task, the student will sketch a 90° angle, a 30° angle, and a 45° angle.

11C.3 A LONG-HAUL TRUCKER must be able to sketch the location of various items in the cargo space.

To accomplish this task, the student must be able to draw or sketch (not to scale) (student choice) squares, rectangles, triangle, circles, cubes, rectangular solids, cylinders, cones and pyramids.

To demonstrate the ability to perform this task, the student will sketch the furniture in the room occupied using the walls as frames of reference.

13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 A LONG-HAUL TRUCKER must be able to read special shipping instructions as well as be able to use a variety of automotive products.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

To demonstrate the ability to perform this task, the student will read aloud the following label and briefly explain the following words:

sludge severe quart metal
oil transmission idling
burn fluid gears

HEPBURN'S MOTOR TREATMENT

Just add 2 quarts to a warm, idling engine to remove sludge and metal flakes. Stops your engine from burning oil. For severe smoking, use 3 quarts.
Easy to Use -- Safe -- Cheap.

Try our automatic transmission fluid conditioner -- just 1 quart helps prevent slipping and clanking of gears. Adds years to the life of your transmission.

15A.3 A LONG-HAUL TRUCKER must be able to converse with customers, supervisors and fellow workers.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will read aloud the words on the left and correctly match them with the definitions on the right:

A. semi
B. tractor
C. pintle
D. manifest
E. conveyor
F. lash
G. rig
H. Class I driver's license
I. tarpaulin
J. sleeper berth
K. daily log
L. tire chains
M. carrier

1. pin or bolt upon which some other part pivots
2. fasten or tie with a rope or cable
3. tractor-trailer
4. day-by-day record of hours on-duty, driving, sleeping, etc.
5. detachable trailer designed to be attached by a coupling to the rear part of the tractor
6. vehicle used for transporting goods or people
7. itemized list of cargo
8. device used to give traction to tires by biting into snow or ice
9. built-in bed on the back of the driver's compartment on a tractor
10. document allowing a person to drive a vehicle having more than 3-axles
11. continuous chain or belt for loading and unloading
12. truck with a driver's cab and no body, for hauling one or more trailers
13. sheet of canvas, coated with water-proofing compound, used to keep items dry

KEY: A-5, B-12, C-1, D-7, E-11, F-2, G-3, H-10, I-13, J-9, K-4, L-8, M-6.

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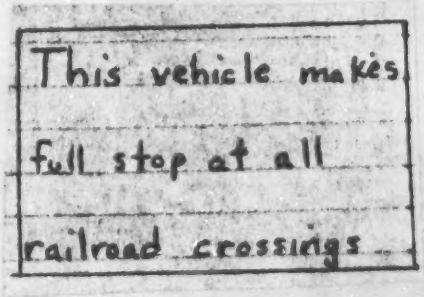
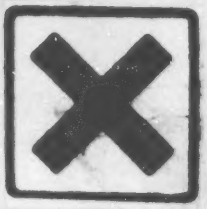
15B.1 A LONG-HAUL TRUCKER must be able to drive freight safely.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs etc.).

To demonstrate the ability to perform this task, the student will read aloud the following signs and explain their meanings:





16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 A LONG-HAUL TRUCKER must be able to read forms to verify that the information contained therein is accurate.

To accomplish this task, the student must be able to, given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will examine exhibit 93-A and answer the following questions:

a. who owned the car that was damaged?
b. near what town did the accident occur?
c. who drove the tractor involved in the accident?
d. what was the name of the injured party?

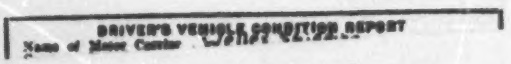
a. Cecil B. DeMille; b. Long Branch; c. Roberto Rossellini; d. Samuel Goldwyn.

16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

16B.3 A LONG-HAUL TRUCKER must be able to inspect the vehicle before and after driving.

To accomplish this task, the student must be able to, given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.

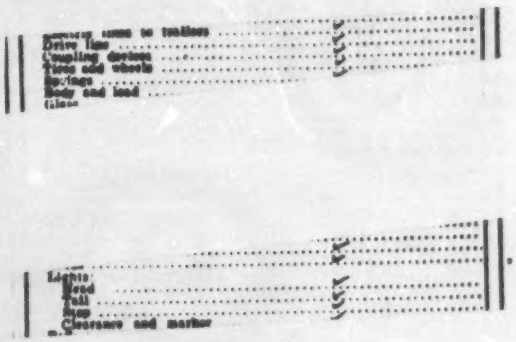

DRIVER'S VEHICLE CONDITION REPORT

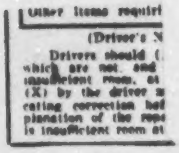
Substitute a driver's vehicle condition report or similar form.

To demonstrate the ability to perform this task, the student will examine the chart below and determine the following information:

a. what is the odometer reading?
b. what items required the mechanic's attention?
c. what is the driver's name?
d. when does one check the ammeter?

KEY: a. 1076.4 miles; b. gasoline and fuses; c. Alain Resnais; d. after starting the engine (in cab).





16D.1 Prerequisite to 16D.5 Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.

16D.2 Prerequisite to 16D.5 Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as guide.

16D.3 Prerequisite to 16D.5 Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.

16D.5 A LONG-HAUL TRUCKER must be able to make temporary repairs.

To accomplish this task, the student must be able to apply instructions or information from a given manual to a particular situation given an oral description of a problem that can be solved using information from the manual.

To demonstrate the ability to perform this task, the student will read the selection below and briefly explain the steps required to change a tire.

CHANGE WHEEL

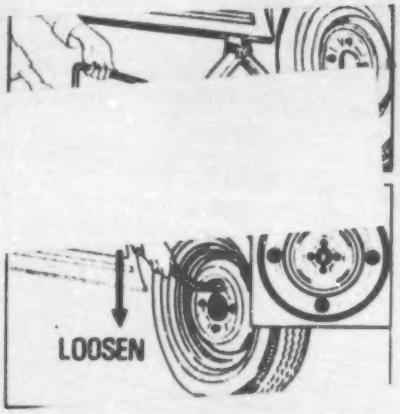
1. To change a wheel, first apply the

6. Lower the car until the wheel

Substitute pages from how-to manual.

3. Using the wheel nut wrench, take off the wheel cap and loose the wheel nut about one half turn

and evenly by turning them clockwise.



16G.3 Prerequisite to 16G.8 Given a location on a map, use the grid system to read out the map section identifying it (e.g., A-7).

16G.4 Prerequisite to 16G.8 Identify common symbols used on maps.

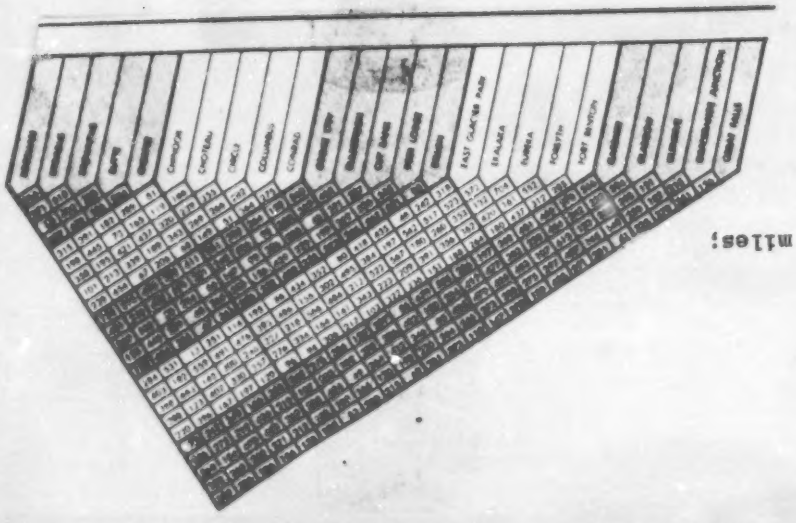
16G.5 Prerequisite to 16G.8 Using the index, locate cities or points of interest on the map.

16G.6 A LONG-HAUL TRUCKER must be able to plan a route so as to allow the proper amount of off-duty time.

To accomplish this task, the student must be able to find the mileage between two points on a map using mileage charts.

To demonstrate the ability to perform this task, the student will examine the chart below and determine the following distances:

a. Chester to Gardner;
b. Columbus to Eureka;
c. Cooke City to Great Falls;
d. Glasgow to Conrad.



KEY: a. 355 miles; b. 484 miles; c. 281 miles; d. 103 miles.

16G.7 A LONG-HAUL TRUCKER must be able to plan a route including access to gas and services when needed.

To accomplish this task, the student must be able to find the mileage between two points using the number printed above the roads on a map.

To demonstrate the ability to perform this task, the student will examine exhibit 93-B and determine the shortest distance from:

a. Dali City to Renoir;
b. Eisenstein to Dali City;
c. Bunuel to Cocteau via Dali City.

KEY: a.-97 miles, b. 67 miles, c. 159 miles.

16G.8 A LONG-HAUL TRUCKER must be able to take alternate routes due to accidents, bad weather, or dangerous cargoes.

To accomplish this task, the student must be able to find at least 2 routes from one point on a map to another.

To demonstrate the ability to perform this task, the student will turn to exhibit 93-B and trace out at least 2 routes to travel from Renoir to Hart.

16G.9 A LONG-HAUL TRUCKER must be able to plan the amount of time it will take to deliver a cargo to its destination.

To accomplish this task, the student must be able to estimate to within 25% the time needed to travel from one point on a map to another, given the speed limits of a region.

To demonstrate the ability to perform this task, the student will determine the amount of time needed to travel from Cocteau to Hart if the speed limit is: (see 93-B)

a. 60 mph;
b. 50 mph;
c. 35 mph.

KEY: a. 1 1/2 hours; b. 1 3/4 hours; c. 2 1/2 hours.

17A.7 Prerequisite to 19A.15 Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19A.15 Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 A LONG-HAUL TRUCKER must be able to receive special instructions about shipments.

To accomplish this task, the student must be able to perform a series of two or three activites which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

To demonstrate the ability to perform this task, the student will listen to the following oral instructions (read by the instructor) and execute the indicated tasks:

a. write down your first and last names;
b. cross out all the vowels;
c. take the first three letters left of your first name and the first four letters of your last name and write them down without spaces in between.

21A.2 Prerequisite to 22B.2 Given dates of the year, locate dates on a current calendar.

21A.3 Prerequisite to 22B.2 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

21A.5 Prerequisite to 22B.2 Given times of the day, be able to write time:

a. 8:00
b. eight o'clock
c. 8 o'clock

22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 A LONG-HAUL TRUCKER must be able to keep a daily log.

To accomplish this task, the student must be able to, given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

To demonstrate the ability to perform this task, the student will fill out exhibit 93-C using the following data:

today's date your name as driver
vehicle #10342117
Home terminal is the city you are in
Co-driver is Carl Dreyer
Total miles driven today is 485
Starting point is Moscow, Idaho
Destination is Grand Rapids, Colorado
driven from 11:00 A.M. to 6:45 P.M.
slept from 8:00 A.M. to 11:00 A.M.
and from 11:00 P.M. to midnight.

22B.2 A LONG-HAUL TRUCKER must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application in a legible manner.

To demonstrate the ability to perform this task, the student will fill out exhibit 93-D completely and neatly.

22B.6 A LONG-HAUL TRUCKER must be able to apply for a special operators license.

To accomplish this task, the student must be able to complete forms used locally to make applications for driver's license, automobile registration, electric service, telephone service, etc.

To demonstrate the ability to perform this task, the student will fill out the following form accurately and legibly.

Application for Operator's License

LICENSE NO.

Previous Ohio Driver License No.....

Check Which ☐ RENEWAL ☐ FIRST

(1) Name..... (printed in full) First Middle Last

(2) Residence Address..... P. O..... (.....), Ohio Zone No.

(3) County.....

(4) Deputy Registrar.....
Town.....
Agency No.....

(5)

Age	Date of Birth Mo.	Da.	Yr.	Sex	Weight	Height	Color Hair	Color Eyes	Complexion

(6) Business Address..... P. O..... (.....), Ohio Zone No.

(7) Applicant's Occupation..... Place of Birth.....

(8) All convictions and bond forfeitures (state which) in court of record for violations of motor vehicle laws (except parking) within past two years.

Date City and Court Charge

.....

.....

.....

INDICATE BY CHECK MARK IN BOX ANSWER THAT APPLIES.

	Yes	No
(9) Are You Now Under Suspension or Revocation of Your Driving Rights?.....	☐	☐
(10) Do you now have any physical defects, mental disability or disease?.....	☐	☐
If so, give nature and extent and name of attending physician.....		
(11) Have you ever been, or are you now afflicted with epilepsy, subject to convulsions, fainting spells, or loss of muscular control?.....	☐	☐
(12) Are you an habitual drunkard or addicted to the use of narcotic drugs?.....	☐	☐

Applicant giving false information is subject to prosecution. (Sec. 4507.36, R. C.)

(13) X _____
Signature of Applicant

(14) Date.....

(15) Application of any person under 18 years of age must also be signed by either parent, guardian or other person having custody, or when neither exists, by a responsible person. Such signer is jointly liable for negligence or wilful misconduct of licensee.

Signature Relationship

Date Address

76

1346

AUTOMOBILE REPORT 93-A

NAME OF INSURED

Name of Assured Vittorio de Sica, Inc.
Address 1375 E. 14th St Rome, New York Phone No. 546-1829
Name of Driver Roberto Rossellini Age 24 Experience(yrs) 4
Address of Driver 2114 W. 9th Ave, Ithaca, N.Y. Phone No. 582-1379
Driver's License Number R800929

INSURED CAR

Make of Vehicle Tractor Body Type _____ Year 77
Vehicle License Number DLR 321
Motor Number A 1076432-14 Vehicle # 18726
Registered Owner Vittorio de Sica

DAMAGE TO INSURED CAR

State nature and extent of damage to Assured's car and give estimated cost of repairing Right fender creased $150

TIME AND PLACE

Date and Hour of accident. On the 14th date of February 1978 at 4:15 P.M. ~~A.M.~~
Where did accident occur?(Street or highway) New Jersey Turnpike
City or Town Long Branch State New Jersey

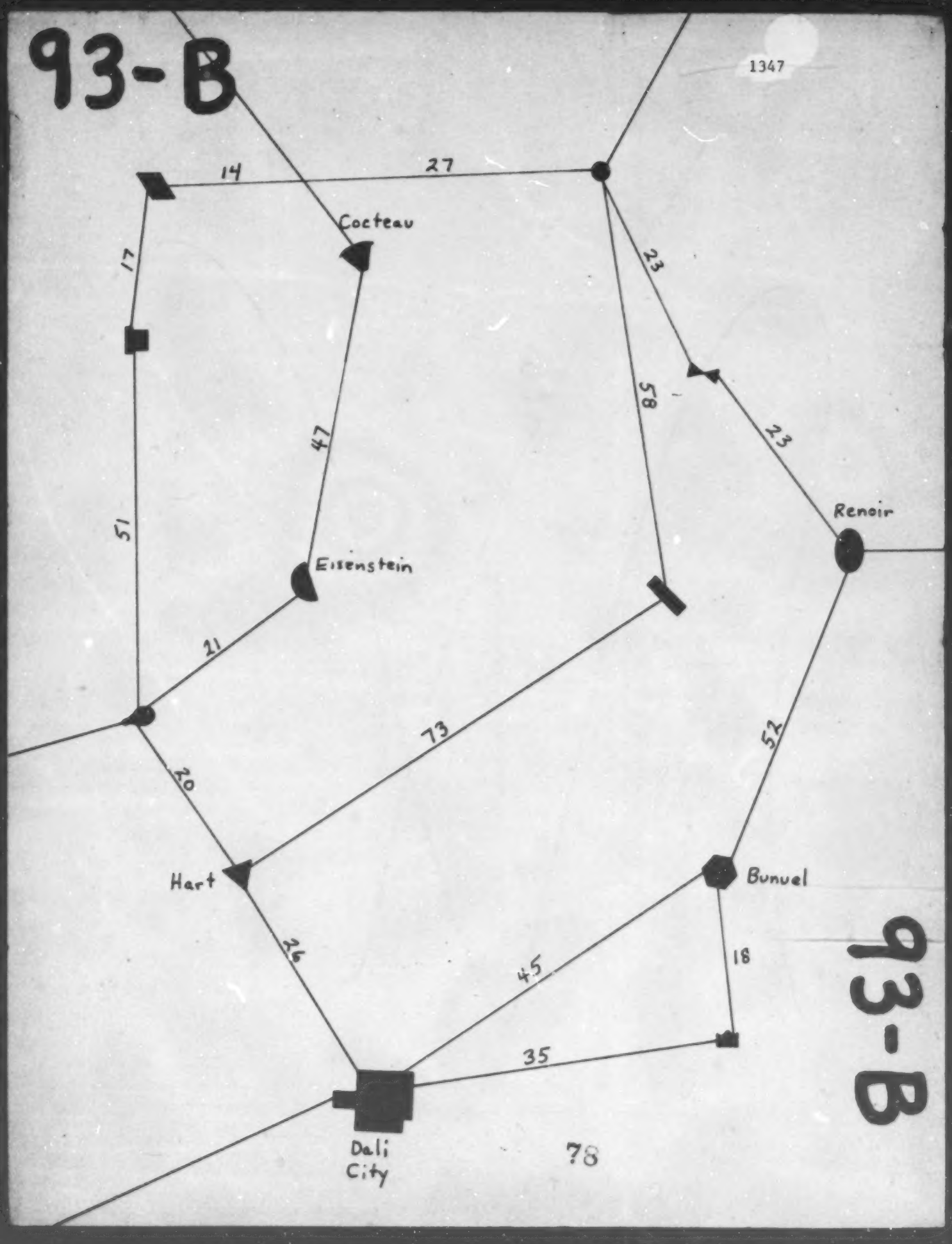
OTHER CAR OR OTHER PROPERTY DAMAGED

Make of Vehicle Mustang Body Type Sedan Year 1978
Vehicle License Number XPQ 101
Name of Owner Cecil B. De Mille Address 142 Dundee Ave, Paterson, N.J.
Name of Driver Same Address Ditto
Driver's License Number M192940 Phone No. 282-1473
Description of damage right half of rear bumper torn off, trunk dented (unable to open)
Estimated cost of repairs $560 When can vehicle be examined? Any time next week Where? owner's address

PERSONS INJURED

Name Samuel Goldwyn Address 673 Main St., Atlantic City, N.J. Phone _____
Name _____ Address _____ Phone _____
Name _____ Address _____ Phone _____
Name _____ Address _____ Phone _____
Name _____ Address _____ Phone _____

7


93-B
1347
14
27
Cocteau
17
23
58
47
23
Renoir
51
Eisenstein
21
73
52
20
Hart
Bunuel
26
45
18
35
93-B
Dali
City
78

DRIVER'S DAILY LOG
(One calendar day - 24 hours)

93-C

(Month) (Day) (Year) 875 (Total mileage today)

Vehicle #'s - each unit

1348

I hereby certify these entries are true and correct:

(Total miles driven today)

(Driver's signature in full)

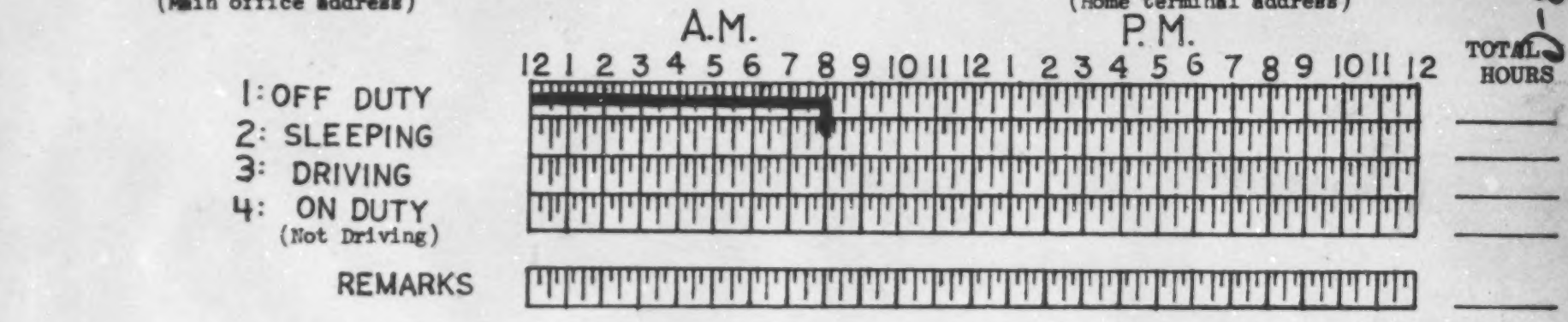
René Clair, Ltd.
(Name of carrier or carriers)

(Name of co-driver)

Paris, Indiana
(Main office address)

(Home terminal address)

93-C



FROM: (Starting point or place)

TO: (Destination or turn around point or place)

79

USE TIME STANDARD AT HOME TERMINAL

80

93-D

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____ From ____ mo. ____ year

Address ____ To ____ mo. ____ year

Supervisor's Name & Title ____ Phone ____ Total ____ years ____ months

Your Title ____ Full Time ☐ Part Time ☐

Duties ____ Last Salary ____

Reason for leaving ____

Employer ____ From ____ mo. ____ year

Address ____ To ____ mo. ____ year

Supervisor's Name & Title ____ Phone ____ Total ____ years ____ months

Your Title ____ Full Time ☐ Part Time ☐

Duties ____ Last Salary ____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. 94 COMPETENCY BASED JOB DESCRIPTION

OCCUPATIONAL TITLE: TRUCK DRIVER - LIGHT

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Truck Driver - Light

D.O.T. CODE: 906.883 (4th Ed.: 906.683-022)

A.C.E. NUMBER: 94

CAREER LATTICE:

FIRST LEVEL: Truck Driver - Light

SECOND LEVEL: Dispatcher

THIRD LEVEL: Fleet Manager

FOURTH LEVEL: Company Owner

D.O.T.'s General Educational Development Level: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Superior Transportation Co.
347 Oyster Point Blvd.
So. San Francisco, CA

The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of Annual Jobs in San Mateo County: 120. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements - Interview.

JOB DESCRIPTION (D.O.T.) - Drives truck with capacity under 3 tons to transport materials in liquid or packaged form and personnel to and from specified destinations such as railroad stations, plants, residences, offices, or within industrial yards: Verifies load against shipping papers. Drives truck to destination, applying knowledge of commercial driving regulations and roads in area. Prepares receipts for load picked up. Collects payments for goods delivered and for delivery charges. May load and unload truck. May inspect truck equipment and supplies, such as tires, lights, brakes, gas, oil and water. May perform emergency roadside repairs, such as changing tires, installing light bulbs, fuses, tire chains, and spark plugs. When concerned with specific activities, such as hauling men to and from job sites, sprinkling water on roads, and picking up and delivering mail, packages, and auto parts, may be designated according to type of activity as CREW-TRUCK DRIVER: MAIL-TRUCK DRIVER; PICK-UP MAN (motor trans.); SERVICE-PARTS DRIVER (auto. ser.); SPRINKLING-TRUCK DRIVER.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

LIGHT TRUCK DRIVER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a light truck driver.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 The LIGHT TRUCK DRIVER must be able to deliver the right packages to each address.

To accomplish this task, the student must be able to, given a series of numbers in numeral form (e.g., 10, 20, 30), copy series in hand-written form with 100% accuracy.

To demonstrate the ability to perform this task, the student will correctly copy the following numbers:

1 71 142 1089 42684

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 Read a given whole number less than ten million and write its name in words.

1A.4 Prerequisite to 3E.3 Write a whole number less than ten million given the word name of the number.

1A.5 The LIGHT TRUCK DRIVER must be able to deliver the correct number of packages.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will correctly count the number of books on a given shelf.

1B.1 Prerequisite to 3E.3 Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5? 8 + 5 = ___;
8 plus 5 is ___;
Find the sum of 8 and 5;
Add 8 and 5;

$$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$$

1B.2 Prerequisite to 3E.3 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.

1B.3 Prerequisite to 3E.4 Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ___;
Subtract 5 from 8;
8 - 5 = ___;
If you had 8 and gave away 5, you would have ___;

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

1B.4 Prerequisite to 3E.4 Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 The LIGHT TRUCK DRIVER must be able to total up the number of packages delivered each day.

To accomplish this task, the student must be able to solve a routine word problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will solve the following problem:

Marcel Carne delivered 116 packages before lunch and 87 after lunch. If he was supposed to deliver 219 packages today, how many short was he?

KEY: 16.

1C.1 Prerequisite to 3E.5 Perform multiplication of whole numbers given instructions such as:

6 times 2 is ___;
Six two's are ___;
The product of 6 and 2 is ___;

6 x 2 = ___;

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

1C.2 Prerequisite to 3E.5 Find the product of a given pair of whole numbers of which one number is up to five digits and the other number up to three digits.

1C.3 Prerequisite to 1D.1 Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is ____;
2 into 6 goes ____ times;
The quotient of 6 divided by 2 is ____;

$6 \div 2 =$ ____;
$2\overline{)6} =$ ____;
$\frac{6}{2} =$ ____.

1C.4 Prerequisite to 1D.1 Find quotients of 1-5 digit dividends and 1-3 digit divisors including cases where there are remainders.

1C.5 Prerequisite to 1D.1 Solve routine word problems using multiplication and/or division of whole numbers.

1D.1 The LIGHT TRUCK DRIVER must be able to figure out how many hours were worked.

To accomplish this task, the student must be able to use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with whole numbers.

To demonstrate the ability to perform this task, the student will solve the problem below:

At Pagnol's Delivery service, overtime hours are figured as "straight-time" by taking the total hours overtime, dividing that number by 2 and multiplying the result by 3. If Luis Alvarez worked four 46-hour weeks and overtime starts after 40 hours in one week, how many "straight-time" hours will he be paid for?

KEY: 196 hours.

3A.1 Prerequisite to 8A.5 Read a given 1-4 place decimal fraction and write its name in words.

3A.3 Prerequisite to 8A.5 Arrange a set of decimal fractions in ascending or descending order.

3B.1 Prerequisite to 3E.3 Calculate the sum of a set of decimal fractions.

3B.2 The LIGHT TRUCK DRIVER must be able to figure out his daily mileage.

To accomplish this task, the student must be able to calculate the difference of two decimal fractions.

To demonstrate the ability to perform this task, the student will solve the following problems:

a. 710.6 − 207.3

b. 743.2 − 631.2

c. 18476.9 − 1494.7

d. 104.765 − 97.867

KEY: a. 503.3; b. 112.0; c. 16,982.2; d. 6.898.

3C.1 Prerequisite to 3E.5 Calculate the product of two decimal fractions when rounding off is (a) required, and (b) not required.

3C.2 Prerequisite to 3E.5 State or write the product of a number and a power of ten between .001 and 1,000 without written calculation.

3E.1 Prerequisite to 3E.3 Read a given value less than $10,000,000.00 and write or state its name in words.

3E.2 Prerequisite to 3E.3 Write a value less than $10,000,000.00 given the word name of the amount.

3E.3 The LIGHT TRUCK DRIVER must be able to total up bills for C.O.D. orders.

To accomplish this task, the student must be able to add columns of dollars and cents values including amounts from $.01 to $9,999.99.

To demonstrate the ability to perform this task, the student will perform the following additions:

a. $10.47 + 18.66

b. $472.98 + 137.89

c. $67.45, 82.91, 37.48

d. $147.16, 68.74, 33.39, 91.89, 69.14, 21.37

KEY: a. $29.13; b. $610.87; c. $187.84; d. $ 431.69.

3E.4 The LIGHT TRUCK DRIVER must be able to amend bills to account for items not delivered or refused by the deliveree.

To accomplish this task, the student must be able to subtract one amount of money from another with values up to $10,000.00.

To demonstrate the ability to perform this task, the student will find the answers to the problems below:

a. $67.84 − 24.13

b. $84.32 − 67.84

c. $101.07 − 87.44

d. $4,794.81 − 2,349.94

KEY: a. $43.71; b. $16.48; c. $13.63; d. $2,444.87.

3E.5 The LIGHT TRUCK DRIVER must be able to determine the price to be charged for items delivered.

To accomplish this task, the student must be able to calculate the total cost of up to 25 items of equal value.

To demonstrate the ability to perform this task, the student will solve the following multiplication problems:

a. $4.78 x 21 cases

b. $60.47 x 19 boxes

c. $194.03 x 16 =

d. $472.98 x 9 =

KEY: a. $100.38; b. $1,148.93; c. $3,104.48; d. $4,256.82

5E.1 The LIGHT TRUCK DRIVER must be able to figure out time and distance requirements when planning out the route.

To accomplish this task, the student must be able to solve problems involving the calculation of distance, time, or rate.

To demonstrate the ability to perform this task, the student will solve the following:

Hans Bethe travels 870 miles in 30 hours. How fast did he travel? If he travelled twice as fast, how long would a 232-mile trip take? How far could he travel in 13 hours at 45 mph?

KEY: 29 mph; 4 hours; 585 miles.

6G.1 The LIGHT TRUCK DRIVER must be able to fill out a time card.

To accomplish this task, the student must be able to subtract 12-hour clock times including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will perform the following problems:

a. 5:00 P.M.
-12:00 P.M.

b. 12:00 P.M.
- 8.45 A.M.

c. 7:30 A.M.
-11:53 P.M.

KEY: a. 5 hours; b. 3 hours and 15 minutes;
c. 7 hours and 37 minutes.

6G.7 The LIGHT TRUCK DRIVER must be able to figure out a route to deliver all of the shipments on time.

To accomplish this task, the student must be able to estimate the duration of time actually required to perform routine functions, to within 50% of the actual time.

To demonstrate the ability to perform this task, the student will estimate the time it will take to count every instructional objective on this job description (to be verified by the student timing the procedure).

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 The LIGHT TRUCK DRIVER must be able to read ammeters, gas gauges, speedometers, etc.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions;
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions;
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths;
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will write down the indicated readings below in the blanks provided:

Substitute scale marked off in fives.

13A.1 Prerequisite to 15A.3 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 The LIGHT TRUCK DRIVER must be able to read shipping labels as well as use automotive products properly.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

To demonstrate the ability to perform this task, the student will read aloud the label below and explain the following words:

quality	residue
Hi-Performance	detergent
sludge	Guaranteed
radiator	diameter
idling	

KASTLER'S HI-PERFORMANCE OIL

Finest quality refined oil, with special detergent additives to wash away sludge and metal residue. 20-30 weight for all-year use. Guaranteed to last at least 10,000 miles or your money back.

Try KASTLER'S NO-LEAK for radiator problems. Just add 1 can to your radiator while engine is warm and it will plug up all holes under ¼" in diameter. DO NOT PUT IN CAR WHILI ENGINE IS IDLING: WARM UP CAR FIRST AND THEN SHUT OFF ENGINE!

15A.3 The LIGHT TRUCK DRIVER must be able to converse with customers and fellow workers.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will read aloud the words on the left and match them to the appropriate definition on the right:

A. common carrier	1. local trucking service
B. fleet	2. either end of a transportation line
C. manifest	3. one whose occupation is driving trucks for hauling loads
D. terminal	4. group of trucks or cars owned and operated by one company.
E. I.C.C.	5. combination of a tractor and a trailer or semi-trailer, used in trucking
F. fusee	6. small, open truck for light loads
G. accident	7. small, enclosed truck for light loads
H. cartage	8. companies which haul for the general public
I. commercial license plate	9. companies operating under continuing contracts with one or more shippers
J. tractor-trailer	10. Interstate Commerce Commission
K. contract carriers	11. colored flare used as a signal by truck drivers
L. pickup	12. itemized list of goods in a shipment
M. panel truck	13. license plate permitting limited stopping anywhere and also allowing double-parking
N. teamster	14. unexpected occurrence resulting in injury or property damage

KEY: A-8, B-4, C-12, D-2, E-10, F-11, G-13, H-1, I-13, J-5, K-9, L-6, M-7, N-3.

15B.1 The LIGHT TRUCK DRIVER must be able to drive safely.

To accomplish this task, the student must be able to read aloud and explain a series of common functional signs (e.g., safety signs, road signs, etc.).

To demonstrate the ability to perform this task, the student will read aloud the following signs and briefly explain them to the instructor:

16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 The LIGHT TRUCK DRIVER must be able to read a daily log to check it over.

To accomplish this task, the student must be able to, given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will examine exhibit 94-A, and answer the following questions:

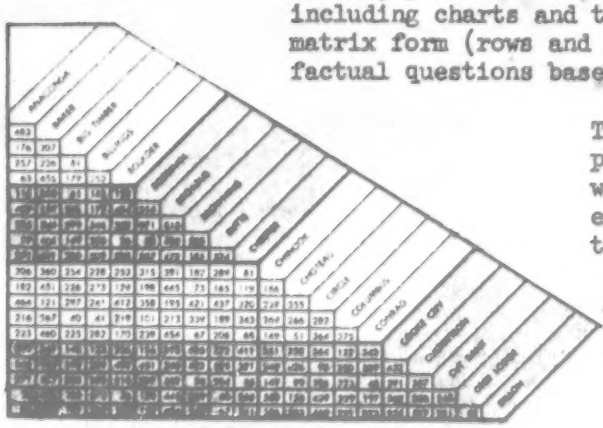
a. what is the co-driver's name?
b. how many hours were spent sleeping?
c. how many hours were spent driving?
d. what is the destination?
e. what is the carrier's address?

16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

16B.3 The LIGHT TRUCK DRIVER must be able to read mileage charts when figuring out routes.

To accomplish this task, the student must be able to, given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.



To demonstrate the ability to perform this task, the student will determine the miles between each of the following points using the chart on the left:

a. Butte to Culbertson;
b. Chester to Bozeman;
c. Conrad to Baker.

KEY: a. 529; b. 307; c. 460.

16G.3 Prerequisite to 16G.8 Given a location on a map, use the grid system to read out the map section identifying it (e.g., A-7).

16G.4 Prerequisite to 16G.8 Identify common symbols used on maps.

16G.5 Prerequisite to 16G.8 Using the index, locate cities or points of interest on the map.

16G.8 The LIGHT TRUCK DRIVER must be able to take alternate routes due to detours and accidents.

To accomplish this task, the student must be able to find at least 2 routes between a given point and a destination.

To demonstrate the ability to perform this task, the student will refer to exhibit 94-B and trace two routes between
a. Agnon and Camus;
b. Pasternak and Hemingway.

17A.7 Prerequisite to 19A.15 Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19A.15 Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 The LIGHT TRUCK DRIVER must be able to follow special delivery instructions.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

To demonstrate the ability to perform this task, the student will listen to the following instructions (to be read aloud by the instructor) and then carry them out:
a. count the number of cities on exhibit 94-B;
b. multiply that number by 5;
c. subtract 25 from that number and write down the result.

21A.3 Prerequisite to 22B.2 Given a date (day, month, date, year) write the date using correct punctuation and capitalization.

22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the desired information.

22B.2 The LIGHT TRUCK DRIVER must be able to apply for a job.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will fill out exhibit 94-C completely and neatly.

22B.6 The LIGHT TRUCK DRIVER must be able to apply for a special driver's license.

To accomplish this task, the student must be able to complete other forms used locally to make applications for driver's license, automobile registration, electric service, telephone service, etc.

To demonstrate the ability to perform this task, the student will fill out exhibit 94-D completely and legibly.

DRIVER'S DAILY LOG
(One calendar day - 24 hours)

June (Month) 6 (Day) 1984 (Year) 875 (Total mileage today)

10/1984
Vehicle #'s - each unit

1366

I hereby certify these entries are true and correct:

462
(Total miles driven today)

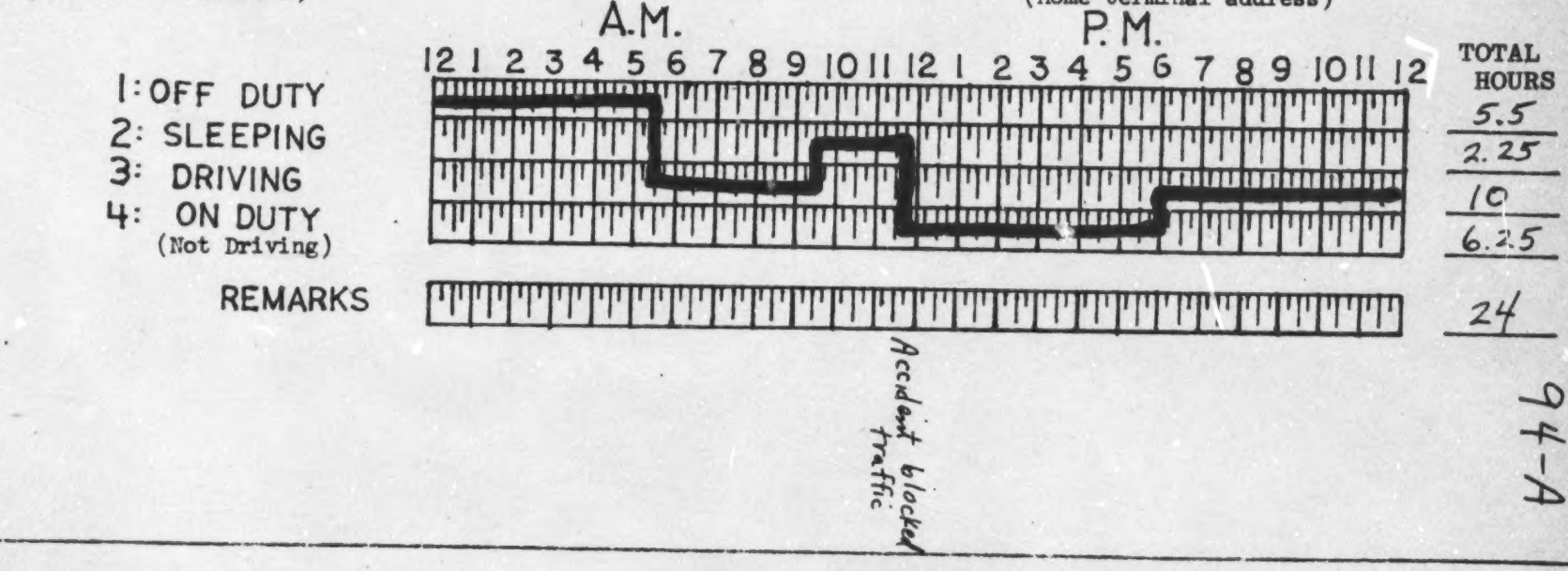
Richard P. Feynman
(Driver's signature in full)

Tomonaga Drayage, Inc.
(Name of carrier or carriers)

Julian S. Schwinger
(Name of co-driver)

Peoria, Illinois
(Main office address)

Chicago, Illinois
(Home terminal address)


A.M.
P.M.
12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12
1: OFF DUTY
2: SLEEPING
3: DRIVING
4: ON DUTY
(Not Driving)
REMARKS
Accident blocked traffic

TOTAL HOURS
5.5
2.25
10
6.25
24

94-A

FROM: Peoria, Ill. (Starting point or place)

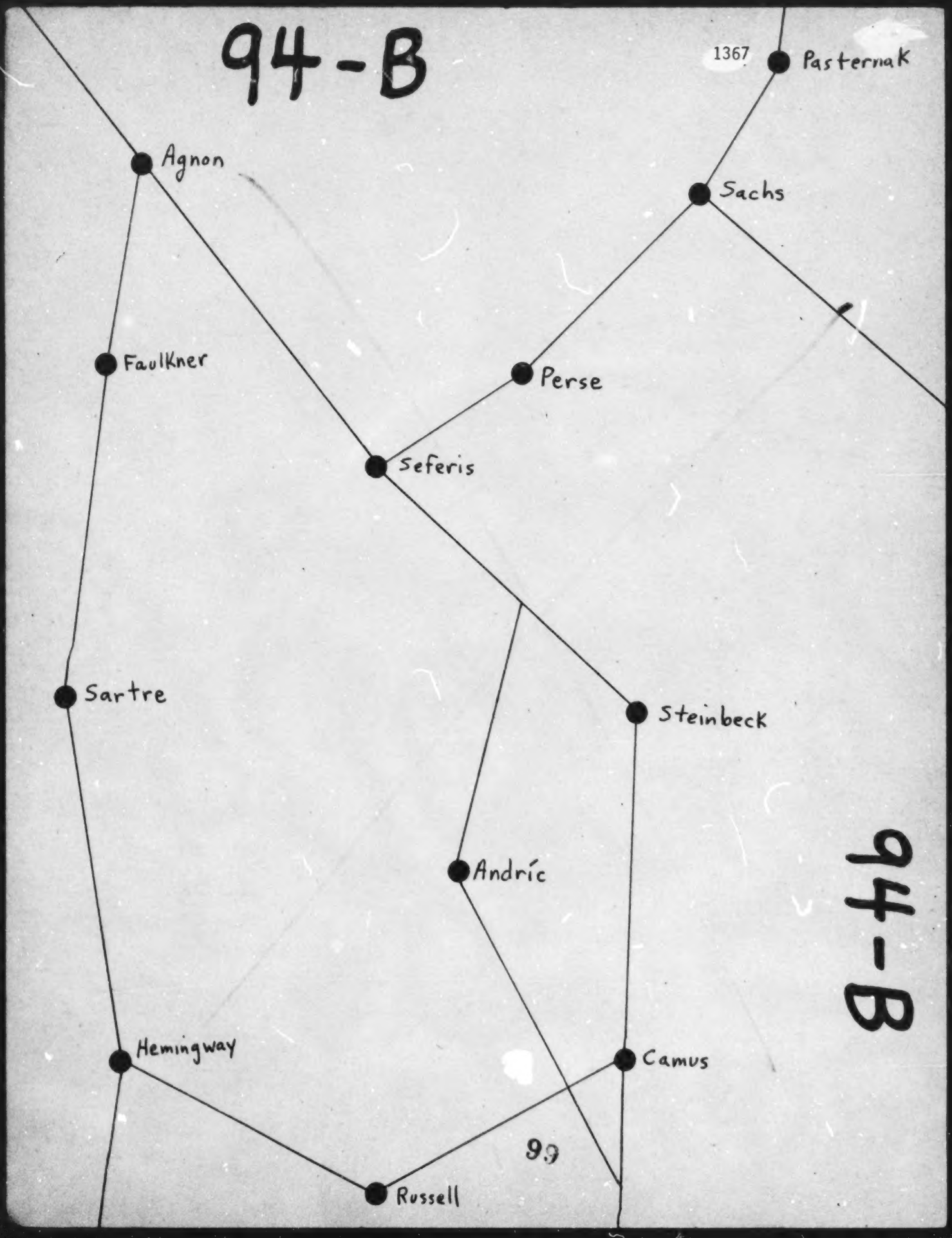
TO: Des Moines, Iowa (Destination or turn around point or place)

97

USE TIME STANDARD AT HOME TERMINAL

98

94-A


94-B
1367
Pasternak
Agnon
Sachs
Faulkner
Perse
Seferis
Sartre
Steinbeck
Andríc
94-B
Hemingway
Camus
99
Russell

94-C

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 EDUCATIONAL RECORD

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____
Reason for leaving ____

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

94-D

Application for Operator's License

LICENSE NO.

Previous Driver License No.....

Check Which ☐ RENEWAL ☐ FIRST

(1) Name..... (printed in full) First Middle Last

(2) Residence Address..... P. O.....,( ).

(3) County..... (4)

(5)

Age	Date of Birth Mo.	Da.	Yr.	Sex	Weight	Height	Color Hair	Color Eyes	Complexion

(6) Business Address..... P. O.....( ).

(7) Applicant's Occupation..... Place of Birth.....

(8) All convictions and bond forfeitures (state which) in court of record for violations of motor vehicle laws (except parking) within past two years.

Date City and Court Charge

.....

.....

.....

INDICATE BY CHECK MARK IN BOX ANSWER THAT APPLIES.

	Yes	No
(9) Are You Now Under Suspension or Revocation of Your Driving Rights?.....	☐	☐
(10) Do you now have any physical defects, mental disability or disease?.....	☐	☐
If so, give nature and extent and name of attending physician.....		
(11) Have you ever been, or are you now afflicted with epilepsy, subject to convulsions, fainting spells, or loss of muscular control?.....	☐	☐
(12) Are you an habitual drunkard or addicted to the use of narcotic drugs?.....	☐	☐

Applicant giving false information is subject to prosecution. (Sec. 4507.36, R. C.)

(13) X _____
Signature of Applicant

(14) Date.....

(15) Application of any person under 18 years of age must also be signed by either parent, guardian or other person having custody, or when neither exists, by a responsible person. Such signer is jointly liable for negligence or wilful misconduct of licensee.

_____ _____
Signature Relationship

_____ _____
Date Address

94-D

1bj